

Proposal
to
Dept. of Indian Affairs and Northern Development
Band Training Advisory Services Branch
Ottawa, Ontario
to
Study the feasibility of the establishment of a
Native Training Program within the Centre
for Human Relations and Community Studies at
Concordia University

Submitted by:

The Centre for Human Relations
and Community Studies
Concordia University
Montreal, Québec
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TABLE OF CONTENTS

	<u>Page</u>
1. Introduction	1
2. The Need	2
3. The Vision	4
4. The History, Experience and Competencies of the Centre for Human Relations and Community Studies	7
5. The Feasibility Study	9
6. Budget	11
7. Schedule	12
8. Staffing	13
9. Summary	14
Appendix I - Client list and Sample Program Descriptions, Centre for Human Relations and Community Studies	
Appendix II - Preliminary list of Research Questions	

1. INTRODUCTION:

This is a proposal of the Centre for Human Relations and Community Studies (The Centre) to study the feasibility of working with native people in Québec to establish an Institute or some other organizational form applicable to the University structure and the Native community for Native Training.

This institute would offer bilingual, community-based learning programs to native people in Québec*. The primary focus would be on economic, organizational and social development.

The proposal grows out of the Centre's experience in providing community-based adult learning programs and consultation over the past eighteen years.

* By native people we mean status or non-status Indian and Inuit.

2. THE NEED

Native Training in Québec

Two major trends appear to be evident in the context of training of Indian and Native people in the Province of Québec. First, there are no Native training, research and development centres or institutes functioning in Québec today in either French or English. Manitou College, located at La Macaza, Québec, was in operation in the early 1970's, but was closed by the funding agency in the mid 1970's. The Centre for Training Research and Development (CENTRAD) in Prince Albert, Saskatchewan, (most recently called the Institute for Indian Government) which served as a "long distance" resource for some Native people in Québec, shut it's doors due to funding and management difficulties in April 1981.

Second, although there is a need for a wide variety of types of training for Native people in Québec today, there is a particularly urgent need for training related to organizational development, leadership and staff development training. For example, almost all Indian Bands, Native communities, and Native educational and development corporations, etc.) are faced with a constantly changing external environment. In some cases, funding is cut back, in other cases authority is devolved to Bands and organizations, and in all cases political leadership and direction is constantly changing at the community level.

The growing migration of Native people to urban areas points to the requirement to understand the needs of the urban Indian and the organizational, economic and employment oriented institutions that grow from this need.

Recent discussions with Québec Native people and educators have stressed the need for:

- practical, concrete focus,
- community based,
- both credit and non-credit programs,
- programs which do not require a high literacy skill in English or French.

Finally, it has become clear that there is a large degree of variation between bands in terms of needs. This variation is rooted in linguistic, cultural and political diversity but adds up to a need for almost local program design. Any further delineration of need will require extensive discussion with bands across the province.

3. VISION

Although it is acknowledged that the realization of this vision lies in the future, it is seen to contain the following elements:

- a) community-based
- b) bilingual/multilingual
- c) credit and non-credit activities
- d) research as well as training
- e) focus on economic, social, organizational and educational development

a) Community-based:

Clearly, training in this area needs to respond to the very special learning needs of the native person in his/her context. Further, preliminary discussions have revealed the diversity of needs requiring almost separate program development for each band or tribal grouping. Training events would be designed with geographic, cultural and socio-economic factors clearly influencing the type of programs offered. Where appropriate, traditional methods of learning will be utilized; use of elders, etc....

b) Bilingual/multilingual:

Both English and French are used as a second language by Native people in Québec. Any sustained program must deal in at least these two languages. It is also hoped to be able to experiment with delivering programs in some Native languages.

c) Credit and Non-Credit:

Although it is expected that the bulk of events in the early years would be non-credit, the growing interest of native people

in university accreditation hints at an eventual need for degree programs as well.

The Centre is affiliated with the Dept. of Applied Social Science at Concordia. This department has had considerable experience in designing and delivering credit programs for special groups over its history. (YMCA managers, Family-life workers, etc....)

d) Research and Training Institute:

It is expected that the institute will be a source of research and new learnings in the area of Native education. Although the main focus could likely be applied research, focussing on the analysis of our experience in working with Native groups to deliver programs, it is expected that considerable research work would be done in the more theoretical areas related to developing educational theory germane to Native learning such as:

- learning styles
- hemispheric learning related to parts of the brain which different cultures use selectively
- conceptual style and cultural differences

e) Governance Structure:

It is anticipated that policy direction would be provided by a board comprised of university and Native representation. Although an interim board would be in place early in the first developmental year, early training programs would experiment with temporary advisory committees developed for each program, eventually maturing into a governance structure which reflects the involvement of the university and the Native community.

f) Main focus: Economic, Social and Organization
Developments:

Although learning needs exist of all types, programs will focus primarily on those areas which appear to match the most pressing Native needs with Centre experience and competence. These areas have been tentatively identified as:

- management and organization development
- social development
- training of trainers
- economic development

Although The Centre has had little experience in the area of economic development, we see this as an important part of the Institute and are working to further develop this expertise.

g) Other Aspects:

Recent discussions have stressed the need for the Institute to:

- offer practical, concrete, need related programs
- be directed by a Native person
- offer programs which combine classroom activities with on-the-job learning.

4. History, Experience and Comptence of the Centre for Human Relations and Community Studies:

The Centre was created in 1963, simultaneously with the Dept. of Applied Social Science and was originally conceived as a vehicle to carry on the working relationship with the community that was an intrinsic part of Sir George Williams University. Over the past eighteen years the Centre has consulted and provided training programs for over three hundred organizations across Canada, amongst whom are:

- Government depts. such as Indian Affairs, Justice, Culture and Recreation
- School boards in Québec and Ontario
- Hospitals in Québec and Ontario
- Social Services in Montréal and throughout Canada
- Community Colleges throughout Canada

(See Appendix 1 for a more complete listing of clients and sample program descriptions)

The organizing values of the Centre's work has been:

- a respect for persons and cultures
- a belief in experience based learning and consultation
- collaborative learning and consulting relationships

These values have been expressed in three major themes in the Centre's work:

Organization Development (O.D.):

- practitioner training and providing O.D. services to governments, schools, and voluntary associations,

Community Development (C.D.):

- training C.D. workers and consulting to C.D. projects across Canada

Group Leadership:

- A 5-phase trainer development program;
- Consultation to a variety of organizations seeking to improve group functioning;
- Publishing of a series of handbooks on group leadership.

Previous Centre work with Native people has included:

- 1) Community Development with the Misstasini Cree;
- 2) organization development with the Toronto Native Friendship Centre;
- 3) organization development with Québec Indian leaders leading to the creation of the Indians of Québec Association;
- 4) Training for Urban Survival with the Montréal Native Friendship Centre;
- 5) O.D. training with Native people in Northwestern Ontario;
- 6) training for Inuit and Northern Adult Educators, Baffin Island Region.

5. THE FEASIBILITY STUDY:

The study will investigate eight research areas;

1) Identification of specific training needs - This would entail building an understanding of levels and variety of needs, identification of most promising training strategies and development of working relationships with potential client bands.

This will require extensive contact with individual bands, native educational institutions and officials of the federal and provincial governments.

2) Development of research, consultation and publishing activities of the Institute - This requires relating our growing knowledge of Native training needs to the research interests and competencies of the Centre, developing research proposals, and investigating economics of publishing.

3) Exploration of the relationship between the university, the Centre and the Native community - The question of governance shall be examined in consultation with Native leaders and university and Centre officials. As well a number of models will be experimented with as we design and implement 1-3 pilot programs. This area is seen as critical to long term viability of the institute and would be the topic of a number of regional meetings of Native leaders. It is expected that these meetings would focus on such issues as: composition, terms of reference, ways of working, etc....

4) Developing greater understanding of other Native Training Institutes - This would mean contacting and/or visiting selected training and research centres in Canada to share information and

build awareness of the dynamics of success and failure in the areas of:

- governance
- educational practice
- research directions and strategies

5) Developing relationships with potential funding bodies -

It is expected that this would entail making contact with funding bodies presently known to the Centre as well as developing proposals for new funding bodies in order to ensure long term self sustaining funding for the Institute. It is anticipated that the Institute will be funded by a combination of a core administration funding and a fee for service for training and consultation.

6) Improving understanding of the current socio-economic, political dynamics of the Québec Native situation - Although we do not anticipate a formal study, demographic and socio-economic research would supplement our discussions with Native leaders and government officials.

7) Investigating the potential of electronic media and concepts of distance education - This is an area in which the Centre has had no experience but we would expect to involve our colleagues in the Dept. of Communication Studies and the Educational Technology program in the Department of Education at Concordia in looking at the potential for these technologies as applied to the kind of training problems implied by a commitment to be "community based" and "locally designed" in a province the size of Québec.

8) Design and Implementation of 1-3 Pilot Projects - After sufficient needs assessment we intend to develop and test a small number of training programs which would test our assessment of needs, selection of training methods and use of advisory boards.

6. Budget

<u>Activities</u>	<u>No. of Days</u>	<u>Travel Expenses</u>	<u>Total \$</u>
1) Needs assessment, contact with bands and Native educational institutions: 10-15 Bands, 2 days each, 5 trips	25	\$2,000	\$7,625
2) Discussions with Federal and Provincial officials	5	1,000	2,125
3) Action research, field test 1-3 programs (design & delivery)	4**		900
4) Exploration of opportunities for applied and/or theoretical research	5		1,125
5) Consultation re Institute structure and governance: 3 regional meetings, 1 general meeting	6	2,800	4,150
6) Visits to other institutions	5	1,000	2,125
7) Researching funding opportunities	5		1,125
8) Researching adult education and technologies	5	300	1,425
9) Conceptualization, planning, report writing	15	1,000	4,375
Sub total, program costs:			\$24,975
Administration: Secretarial office, xeroxing, phones, etc. (20%)			5,000
			<u>\$29,975</u>

* Days billed at \$225.00/day

** Additional funding to be sought

7. SCHEDULE

	Days Each Month					
Activities	Nov.	Dec.	Jan.	Feb.	Mar.	
Contact with Bands	5	5	10	5		
Planning	2		3		10	
Funding	2	1		1	1	
Fed./Prov. officials	2			3		
Developing research	1		2	2		
Educational technology	1	1		2	1	
Trips to other insts.	1	1	3			
Regional meetings			2	4		
Pilot program				4		
TOTAL	14	8	20	21	12	75

8. Staffing

It is expected that the staff for the feasibility study would be: Robert Nixon, David Kelleher and Richard McDonald.

Robert Nixon - Holds an M.Ed. in Adult Education and is currently on leave from Trent University where he is an Assistant Professor in the Native Studies program. As a consultant he has done considerable economic and educational development work with Native people at community, provincial and regional levels. He currently works as a consultant to the Federation of Saskatchewan Indians Economic Action/Resource Management Program developing training programs, community economic development strategies and organizational analysis and development. He has also had, over the past ten years, regular and consistent contact with the adult education sector in francophone and anglophone Quebec.

David Kelleher - Is an independent consultant and researcher. He holds a Ph.D. in Adult Education and has been a Program Director of the Centre for Human Relations and Community Studies. He has recently completed three years as Senior Management Consultant, City of Toronto. His consulting experience has been largely in the area of organization development, working with educational and community organizations. He has had considerable experience with problems of community education both as a faculty person at Concordia and as a consultant to the St. Lawrence College Council on Community Education.

Richard McDonald, M.S.W. - Is professor of Applied Social Science and Director of the Centre for Human Relations and Community Studies. He has consulted with and conducted training programs with over 200 organizations and communities in Canada. His special areas of interest are adult education, group, organizational and community development. Over the past seventeen years, he has been involved with projects in Toronto, Northern Ontario, Montreal, Mistassimi Region and Baffin Region related to Native community and organization development.

9. SUMMARY OF THE PROPOSAL:

The Centre for Human Relations and Community Studies proposes that the Federal Dept. of Indian Affairs and Northern Development fund a 5 month study to examine the feasibility of the establishment of Native Training Institute at Concordia to deliver bilingual, community-based training and research programs in the areas of economic, organizational and social development to the Native people of Québec. The total cost of the project will be \$29,975.00.

APPENDIX I

Centre Clients and Sample Program Descriptions

The Centre for Human Relations and Community Studies

Clients

Addiction Research Foundation	Ontario Division
Air Canada	Orillia Centre
Algonquin College	Montreal
Allied Jewish Community Services	Ottawa
Alternatives: Operant Drug Dependency Program	Montreal
American Camping Association	Montreal
Archambault Penitentiary	Montreal
Association for Human Relations	Nova Scotia
Association of Family Life Educators of Quebec	Quebec
Atlantic Guidance and Counseling Association	Nova Scotia
Bank of Montreal	Montreal
Boy Scouts of Canada	Ottawa
Boys' Clubs of Canada	Toronto
Campbellton Mental Health Association	New Brunswick
Canadian Association for Adult Education	Toronto
Canadian Commission for Human Relations	Toronto
Canadian Credit Institute	Montreal
Canadore College	North Bay
Capelin Associates: Industrial Management Associates	New York
Cedar Glen Christian Centre for Learning and Recreation	Ontario
Central Montgomery County Association	
Chateaugay Valley Regional High School	Quebec
Chateaugay Regional School Board	Quebec
City of Toronto	Toronto
- Management Consulting Division	
- Sports and Recreation Division	Toronto
CLSC - Park Extension	Montreal
Concordia University Libraries	Montreal
Cornwall Regional School of Nursing	Cornwall
Cote St. Luc Leisure Council	Montreal
Department of the Solicitor General	Ottawa
Douglas Hospital	Montreal
Elliot Lake Centre for Continuing Education	Ontario
Fanshaw College	Ontario
Federation of Catholic Charities	Montreal
George Williams College	Chicago, Illinois

Government of the North West Territories	Baffin Island
Green Acres Day Camp	Montreal
Halton County Board of Education	Toronto
Humber College	Rexdale, Ontario
Indian Affairs & Northern Development	Québec Region
Institute of Canadian Bankers	Montréal
Institute of Community and Family Psychiatry	Montréal
Jewish Family Services	Toronto
Jewish General Hospital	Montréal
John Abbott CEGEP	Montréal
John Rennie High School	Montréal
Junior League of Montréal	Montréal
Justice Councils of British Columbia	British Columbia
Katimavic	Montréal
Lacolle Centre	Montréal
Lakeshore Community Services	Montréal
Lakeshore Teachers' Association	Montréal
Laurentian University	Ontario
Laurenvale School Board	Montréal
Leadership Institute	Prince Edward Island
Maritime Guidance Association	Nova Scotia
MacKay Centre for Deaf & Crippled Children	Montréal
McGill University	Montréal
Ministry of Corrective & Rehabilitative Services	Ontario
Montréal Catholic School Commission	Montréal
Montréal Joint Hospital Institute	Montréal
Montréal Native Friendship Centre	Montréal
Montréal Oral School for the Deaf	Montréal
National Council of Jewish Women	Montréal
National Council for Human Relations	Toronto
National Council of YMCA's	Toronto
National Federation of Social Work Students	Toronto
Native Community Branch, Ministry of Culture & Recreation	N.W. Ontario Region
N.D.G. Community Council	Montréal
National Training Laboratories	Maine
Nepean Recreation	Ottawa
Nordair	Montréal
North Island School Board	Montréal
North Western Social Service Centre	Montréal
Ontario Association of Professional Social Workers	Ontario
Ontario Society for Crippled Children	Ontario
Penetang Mental Hospital	Ontario
Province of Nova Scotia	
Department of Solicitor General	Halifax
Province of Prince Edward Island	
Department of Development	
Deputy Minister's Office	Prince Edward Island

Province of Ontario	
Ministry of Culture and Recreation	
Ministry of Culture and Youth	Ontario
Québec Association of School Administrators	Montréal
Québec Camping Conference	Montréal
Registered Nurses' Association of Ontario	Toronto
Royal Victoria Hospital	Montréal
St. Edmund's School	Montréal
St. Lawrence College Council on	
Community Education	Ontario
St. Lawrence Teachers' Association	Ontario
Secretary of State	Ottawa
Shawbridge Boy' Farm	Québec
Sir Sanford Flemming College - Peterborough	Ontario
South Shore Protestant Regional School Board	Montréal
South West Area Service Centre	Montréal
Sun Life Assurance Company of Canada	Montréal
Toronto Native Friendship Centre	Toronto
Tyndale Neighbourhood House	Montréal
University of New Brunswick	New Brunswick
University of Toronto	
Ontario Institute for Studies in Education	Toronto
Vanier CEGEP	Montréal
Ville Marie Social Service Centre	Montréal
West Island Adaptation Services	Montréal
Western Human Development Services	Saskatchewan
Young Men's Christian Association	
- Brockville YMCA	Brockville
- Central YMCA	Montréal
- Downtown YMCA	Hamilton
- Westmount YMCA	Montréal

Human Relations in Management - Sun Life Assurance Company of Canada

The Human Relations in Management Program was conducted for the Sun Life Assurance Company of Canada from 1967 to 1979. A series of one week long seminars were held with branch managers, regional superintendents, officers, and department heads, from across North America and overseas.

Members of the training team were drawn from the Department of Applied Social Science and the Department of Management of Concordia University, the Allan Memorial Institute, the McGill University School of Medicine, the McGill University Department of Counselor Education, the Mental Hygiene Institute and Jewish Family and Children's Services.

Lacolle Centre for Educational Innovation - Consulting and Training

The Centre was the external consultant on the development of the Lacolle Centre from 1970 to 1976. Besides working with the development of the Lacolle Council, the Centre provided the leadership for many of the training programs that took place through the Lacolle Centre.

Royal Victoria Hospital

From June 1978 throu December 1980, five consultations and workshops on "Leadership, Team Building and Problem Solving" were conducted for the staff of the Royal Victoria Hospital. Staff involved were: nursing clinician teachers, administrators, assistant head nurses and professional hospital staff. Students in the Department of Applied Social Science were interns in this program.

Examples of Centre Projects

Community Development Consultation with Cree (1965-1967)

This community development study regarding the life of the Cree Indians in the Mistassini-Chibougamau region of Quebec was conducted by a team headed by Professor Richard D. McDonald and included Dr. Hedley G. Dimock, Professor Hubert Guindon of Sir George Williams University and Dr. Norman Chance of McGill University.

This was part of a two year consultation leading to fundamental changes at Mistassini and to the later development of the Association of Indians of Quebec.

It also represented an approach to community development that led to Dr. Hedley G. Dimock's work on Systems Improvement Research ten years later (1976-1981).

Organizational Development in the Federal Government

This external intervention into federal community development programs took place in 1967 on the invitation of the Special Planning Secretariat of the Privy Council of Canada, to bring about change in the approach to community development of federal government departments. Participating departments were: ARDA, Indian Affairs, National Health and Welfare, Citizenship, Northern Development, Fisheries, Social Development and the Special Planning Secretariat.

Project Intergrow - Individual and Community Development

This was a three year consultation as consultant to a demonstration project attempting to provide an intensive, active, voluntary program with adolescents in the care of social workers. The project was a support program for social workers serving both as an outlet for the energy of the adolescents and a source of diagnostic information for carrying out the work of the social workers. It was funded by the Directorate on the Non-Medical Use of Drugs, National Health and Welfare, 1975-1978. Students in the Department of Applied Social Science were interns.

Montreal Native Friendship Centre (1980)

In connection with a major research project identifying the training of native people in Montreal convened a consultation on developing a life skills program which was then carried out by the Friendship Centre.

Adult Educators, Baffin Region, Northwest Territories (1978)

With Dr. Deborah Barndt conducted a week long training session with Inuit and Quodlunak adult educators in the Baffin Region, at Igloolik.

Indian Association of Quebec (1967)

Worked with the English speaking native people of Quebec on a Conference on Indian Community Government. This conference led to the formation of the Indian Association of Quebec.

PRELIMINARY LIST OF RESEARCH QUESTIONS

1. Need
 - a) What are the pressing training needs and how are they similar or different across cultural, linguistic and tribal groupings?
 - b) What are the similarities/differences with programs we have conducted with both Indian and non Indian groups?
 - c) What is the viability of group based approaches to adult education when used with Native groups?
2. Development of research and publishing activities.
 - a) What are the most useful areas of inquiry from the point of view of Native groups?
 - b) How can the interests and skills of Centre researchers match with those areas?
 - c) What is the economic viability of publication and dissemination of findings?
3. Exploration of the relationship between the Centre and the university and the Native community.
 - a) What organizational structures are possible that provide for sufficient representation?
 - b) What are the relevant university organizational dynamics?
 - c) What are the relevant political dynamics among the Native community?
4. Developing greater understanding of other Native training institutes.
 - a) What is the relevant experience of other Native training institutes in developing and running their organizations?
 - b) What has been the experience of university-based training, research and development institutes with regard to:
 - program development
 - funding
 - organization structure.
5. Funding
 - a) What are the potential funding bodies?
 - b) What are there special interests?

5. Funding (Cont'd.)

- c) What funding structures have potential?
 - fee for service
 - flexible fee structures
 - core funding, etc.

6. Current socio-economic, political dynamics.

- a) What are the demographics as related to health, educational level, income, language groups?
- b) How have the James Bay Agreement and the Northeastern Quebec Agreement impacted on Native educational needs and structures?
- c) What is the pattern of relationship between bands, linguistic groups, etc.?
- d) How are current federal and provincial Indian and Inuit policies going to impact on educational needs?

7. Electronic Media and Distance Education.

- a) What is the potential for educational technology for professional and leader training?
- b) What possibilities exist for electronic meetings of advisory boards, etc.?
- c) What are the economics of this technology?

8. Pilot Project

- a) Have we assessed needs accurately?
- b) Does the design of the program meet Native needs?
- c) What are appropriate methods and materials?
- d) What are appropriate evaluation procedures?
- e) What are viable advisory structures?